

## WESTMINSTER ELEMENTARY

206 Hamilton Drive  
Westminster, SC 29693

**GRADES** K-5 Elementary School

**ENROLLMENT** 460 Students

**PRINCIPAL** N. Michael Mcleod 864-647-3056

**SUPERINTENDENT** Dr. Valerie Truesdale 864-638-4000

**BOARD CHAIR** Harry B. Mays, Jr. 864-972-2136

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	48	48	1	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

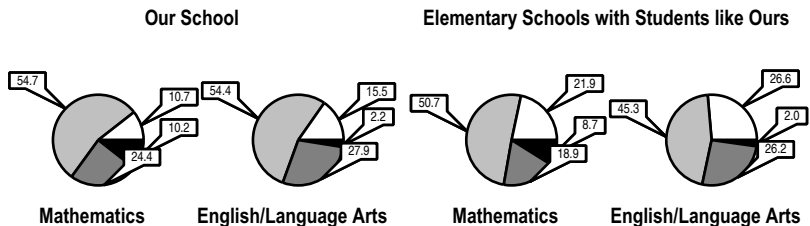
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




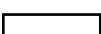
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	37	68	43
Percent satisfied with learning environment	100.0%	83.8%	90.7%
Percent satisfied with social and physical environment	100.0%	89.7%	88.4%
Percent satisfied with home-school relations	83.3%	81.8%	95.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	244	100.0	15.5	54.4	27.9	2.2	30.1	17.6
Gender								
Male	132	100.0	14.9	62.0	22.3	0.8	23.1	17.6
Female	112	100.0	16.2	45.7	34.3	3.8	38.1	17.6
Racial/Ethnic Group								
White	219	100.0	15.5	52.2	30.0	2.4	32.4	17.6
African-American	17	100.0	23.1	69.2	7.7	N/A	7.7	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	201	100.0	13.5	51.9	31.9	2.7	34.6	17.6
Disabled	43	100.0	24.4	65.9	9.8	N/A	9.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	244	100.0	15.5	54.4	27.9	2.2	30.1	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	243	100.0	14.8	54.7	28.3	2.2	30.5	17.6
Socio-Economic Status								
Subsidized meals	156	100.0	19.4	63.3	16.5	0.7	17.3	17.6
Full-pay meals	88	100.0	9.2	40.2	46.0	4.6	50.6	17.6

Mathematics								
All students	244	100.0	10.7	54.7	24.4	10.2	34.7	15.5
Gender								
Male	132	100.0	8.3	55.8	23.3	12.5	35.8	15.5
Female	112	100.0	13.3	53.3	25.7	7.6	33.3	15.5
Racial/Ethnic Group								
White	219	100.0	10.7	52.9	25.2	11.2	36.4	15.5
African-American	17	100.0	15.4	76.9	7.7	N/A	7.7	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	201	100.0	9.7	50.8	28.1	11.4	39.5	15.5
Disabled	43	100.0	15.0	72.5	7.5	5.0	12.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	244	100.0	10.7	54.7	24.4	10.2	34.7	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	243	100.0	10.8	54.3	24.7	10.3	35.0	15.5
Socio-Economic Status								
Subsidized meals	156	100.0	14.5	63.0	19.6	2.9	22.5	15.5
Full-pay meals	88	100.0	4.6	41.4	32.2	21.8	54.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	77	N/A	7.9	55.3	35.5	1.3	36.8
	Grade 4	72	N/A	20.8	52.8	26.4	N/A	26.4
	Grade 5	66	N/A	12.1	60.6	27.3	N/A	27.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	78	100.0	9.9	52.1	32.4	5.6	38.0
	Grade 4	82	100.0	16.5	51.9	30.4	1.3	31.6
	Grade 5	84	100.0	19.7	59.2	21.1	N/A	21.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	77	N/A	17.1	51.3	25.0	6.6	31.6
	Grade 4	72	N/A	6.9	50.0	34.7	8.3	43.1
	Grade 5	66	N/A	9.1	62.1	22.7	6.1	28.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	78	100.0	8.5	66.2	18.3	7.0	25.4
	Grade 4	82	100.0	14.1	50.0	20.5	15.4	35.9
	Grade 5	84	100.0	9.2	48.7	34.2	7.9	42.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 460)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.8%	Down from 6.9%	2.7%	2.4%
Attendance rate	95.7%	Down from 96.5%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.5%	Up from 11.5%	12.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.0%	Down from 12.7%	8.5%	8.0%
Older than usual for grade	1.5%	Down from 2.2%	1.2%	1.1%
Suspended or expelled	1.1%	Up from 0.9%	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	39.5%	Up from 37.8%	47.0%	50.0%
Continuing contract teachers	84.2%	Down from 86.5%	86.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.2%	Down from 90.8%	87.3%	86.2%
Teacher attendance rate	94.2%	Up from 92.1%	95.2%	95.3%
Average teacher salary	\$38,118	Down 0.7%	\$39,337	\$39,909
Prof. development days/teacher	11.8 days	Up from 10.8 days	11.6 days	11.4 days

School				
Principal's years at school	5.0	No change	3.5	4.0
Student-teacher ratio	14.6 to 1	Down from 21.1 to 1	18.8 to 1	18.9 to 1
Prime instructional time	88.4%	Up from 86.6%	89.5%	89.7%
Dollars spent per pupil*	\$6,246	Down 2.0%	\$5,647	\$5,892
Percent spent on teacher salaries*	56.8%	Down from 66.0%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Through the collaborative effort of our faculty and staff, community stakeholders and volunteers, Westminster Elementary School continues to have a strong impact on the lives of our students. The 2002-2003 academic year gave us cause for much celebration. The State Dept. of Education recognized WES as a "Red Carpet School;" the Education Oversight Committee recognized WES with the "Closing the Gap" award, which places our school in the 90th percentile for academic achievement gains; and the SC Assoc. for School Administrators named WES as a "Flagship School of Promise."

Strengthening our in-house communication was a major focus. Teachers met weekly, by grade level, to share ideas and discuss pertinent issues. Cross grade-level meetings were held twice this year so that collaboration on school-wide alignment issues and strategies could be discussed. State legislated academic and local academic plan meetings were held to provide support to those students who are below grade level or need remedial help. The Staff Support Team met monthly to provide assistance to teachers for students with special needs. Home visits continued in Pre-K and Kindergarten. Art, Music and PE teachers provided support services by linking reading, writing and math skills to their curriculum.

Increasing parent participation was another goal. We gave parents several opportunities to participate in the learning process with their children through a comprehensive plan of writing activities and reading challenges. Additionally, teachers planned integrated parent activities involving math, science, social studies, reading and writing for our Open House and Fine Arts and Career Days. Parents and community members were given an active voice and got involved through the School Improvement Council and Parent Volunteer Organization's regional meetings. Countdown to Kindergarten introduced new parents to our school.

Students, regardless of their achievement level, were challenged to excel in all aspects of their school experience. Programs such as Every Day Math, Touch Math, ADD Math (which was used on our live morning news broadcast), PACT Coach and CCC Math provide extension activities. As well, Soar to Success, Early Success, Reading Recovery, Project Read, Daily Oral Language, Accelerated Reader and GATE provide avenues for accelerated learning. Our 2nd computer lab and Toyota/USEV 25 station mobile computer lab allow for additional PACT practice and challenging problems in reading and math.

Extending the school day and school year is now possible with our new after school and summer Cardinal Care Program. A para-professional coordinates the physical, social, cultural and developmental activities to broaden students' horizons.

I am proud of the commitment and work ethic of our students, teachers and staff. Yet, work still needs to be done to reach our goals. We will be ready to meet the challenges of 2003-2004.

Submitted by N. Michael McLeod, Principal.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.